



Concord Elementary

2701 Calrossie Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	749 Students	
Principal	Beryl C. Barclay	864-260-5105
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

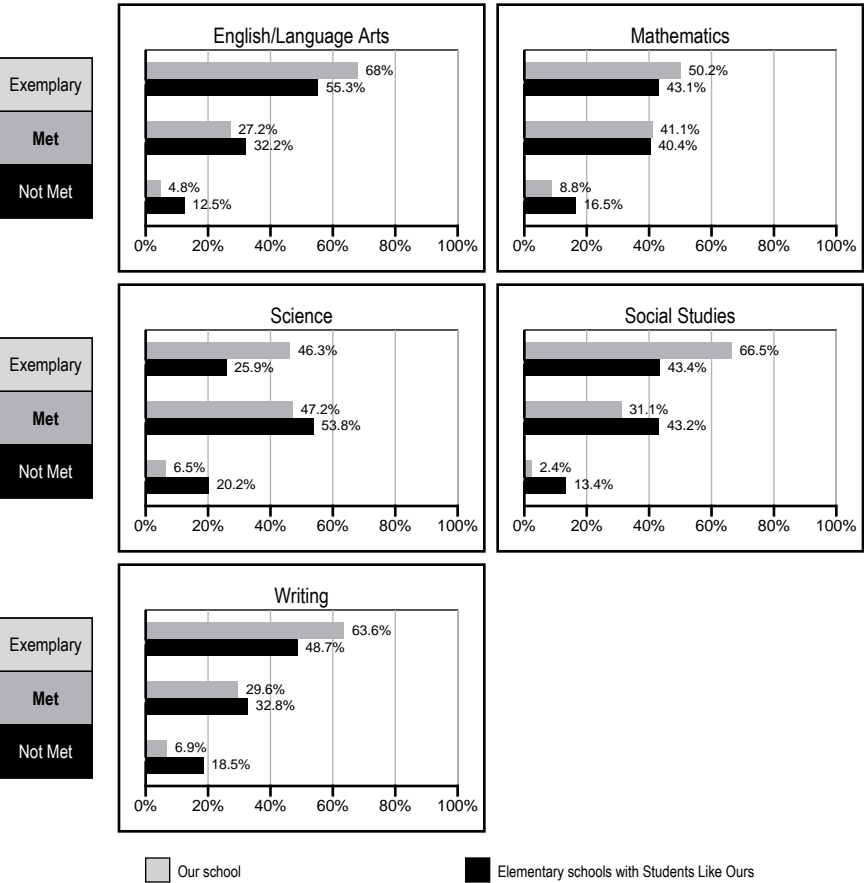
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	4	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=749)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	No Change	1.2%	1.9%
Attendance rate	96.7%	Up from 96.1%	96.7%	96.3%
Eligible for gifted and talented	26.9%	Up from 25.5%	20.9%	10.0%
With disabilities other than speech	5.0%	Down from 6.2%	5.4%	7.7%
Older than usual for grade	1.3%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	52.6%	Up from 50.9%	61.7%	59.4%
Continuing contract teachers	86.0%	Up from 80.7%	80.2%	80.0%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.7%	87.6%	85.9%
Teacher attendance rate	95.0%	Up from 93.8%	95.4%	95.1%
Average teacher salary*	\$46,469	Up 2.2%	\$49,270	\$47,149
Professional development days/teacher	10.3 days	Up from 8.8 days	11.4 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.2 to 1	19.9 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 87.9%	91.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 98.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,473	Up 1.6%	\$6,698	\$7,458
Percent of expenditures for instruction**	71.7%	Up from 70.4%	71.7%	68.8%
Percent of expenditures for teacher salaries**	70.4%	Up from 68.7%	67.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In 2008-09, Concord Elementary School served approximately 730 students in grades kindergarten through five and one of self-contained PMD students. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Science Club, Art Club, Running Club, choral music opportunities, reading incentive programs, computer-assisted instruction, and service learning opportunities such as United Way and Relay for Life.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA boasts 47 years of 100% membership, a state record, and over 17,000 volunteer hours in 2008-09. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, and annual schoolwide writing programs including Writers' Guild and publishing center, continuation of character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 40 years of SACS accreditation. As an International Baccalaureate Candidate School, Concord's dedicated staff has written curriculum using inquiry based instruction while following District Five's Approved Curriculum. Concord teachers provide challenging and strenuous instruction and support it with a vast array of teaching resources, programs, and strategies. The teachers use a variety of assessments and data to drive instruction. Some examples are formative and summative assessments to accompany the units of instruction within the Program of Inquiry, nine weeks tests, and MAP tests for students in Grades 2-5, DIBELS assessment for students in kindergarten through Grade 2 for Early Reading Interventions, and DRA tests to determine reading levels for guided reading instruction used within the Balanced Literacy Model.

The school's constant challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, and social studies as well as problem-solving strategies, that they are regular in school attendance, and that they demonstrate the qualities to be responsible, respectful, caring citizens.

Concord is known for its tradition of excellence, and in the last several years, the school has been recognized with the following awards: Palmetto's Finest Award, State Exemplary Writing Award, and Palmetto Gold (eight consecutive years). Concord has also been recognized as a Flagship School of Promise and a Red Carpet School. Based on the 2008 PACT scores, Concord was recognized for the fifth year by the state Education Oversight Committee for closing the achievement gap.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is Continuing a Tradition of Excellence

Beryl C. Barclay, Principal

Kim Snook, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	113	76
Percent satisfied with learning environment	98.3%	91.2%	94.7%
Percent satisfied with social and physical environment	100.0%	90.2%	90.8%
Percent satisfied with school-home relations	98.3%	92.9%	94.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	349	100	6	26.9	67.2	96.7	88.1	82.8	Yes	Yes
Gender										
Male	195	100	7	29.7	63.2	96.2	84.9	79.3	N/A	N/A
Female	154	100	4.7	23.3	72	97.3	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	262	100	5.1	18.9	76	97.2	92.9	89.5	Yes	Yes
African American	63	100	5.2	60.3	34.5	96.6	80.4	73.7	Yes	Yes
Asian/Pacific Islander	14	100	15.4	23.1	61.5	92.3	91.4	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	39	100	26.3	39.5	34.2	81.6	57	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	27.3	36.4	36.4	90.9	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	100	100	14.1	43.5	42.4	92.4	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	349	100	9.9	40.6	49.6	93.4	84.4	78.9	Yes	Yes
Gender										
Male	195	100	9.2	43.8	47	94.1	82.7	77	N/A	N/A
Female	154	100	10.7	36.7	52.7	92.7	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	262	100	7.5	36.2	56.3	94.5	90.7	87.2	Yes	Yes
African American	63	100	22.4	53.4	24.1	87.9	73.2	66.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	98.8	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	39	100	39.5	42.1	18.4	73.7	50.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	9.1	63.6	27.3	90.9	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	100	100	17.4	59.8	22.8	88	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	226	100	8.3	46.3	45.4	91.7	80.8	67.5
Gender								
Male	127	100	8.2	45.1	46.7	91.8	79.8	67
Female	99	100	8.3	47.9	43.8	91.7	81.8	68
Racial/Ethnic Group								
White	171	100	6	43.4	50.6	94	89.3	79.5
African American	39	100	13.5	64.9	21.6	86.5	66.2	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	34.8	47.8	17.4	65.2	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	67	100	17.5	60.3	22.2	82.5	71.3	55.1

Social Studies								
All Students	224	100	3.3	30.8	65.9	96.7	84.5	72.3
Gender								
Male	120	100	4.4	26.5	69	95.6	83.1	71.5
Female	104	100	2	35.6	62.4	98	86	73.2
Racial/Ethnic Group								
White	166	100	1.9	24.4	73.8	98.1	89.9	80.7
African American	43	100	7.7	53.8	38.5	92.3	75.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	17.4	47.8	34.8	82.6	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	61	100	9.1	52.7	38.2	90.9	76.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	353	97.7	6.9	29.6	63.6	93.1	75.7	70.2	96.7	96
Gender										
Male	199	98	10.2	34.2	55.6	89.8	68.6	63.2	96.7	95.8
Female	154	97.4	2.7	23.6	73.6	97.3	83	77.5	96.6	96.1
Racial/Ethnic Group										
White	264	98.5	5.5	24	70.5	94.5	82.8	79.1	96.7	95.8
African American	64	93.8	8.8	54.4	36.8	91.2	64.3	57.6	96.7	96.2
Asian/Pacific Islander	15	100	7.1	21.4	71.4	92.9	86.6	86.2	97.1	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.1	62.6	95.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	96.7	99.1
Disability Status										
Disabled	36	91.7	28.1	53.1	18.8	71.9	30.6	26.1	95.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	12	100	18.2	27.3	54.5	81.8	68.5	61.2	96.5	96.7
Socio-Economic Status										
Subsidized meals	102	94.1	12.1	52.7	35.2	87.9	63.7	58.9	95.8	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	132	100	5.6	23	71.4	94.4
	4	100	100	7.3	28.1	64.6	92.7
	5	117	100	5.3	30.1	64.6	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	132	100	13.5	35.7	50.8	86.5
	4	100	100	5.2	46.9	47.9	94.8
	5	117	100	9.7	40.7	49.6	90.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	65	100	12.7	41.3	46	87.3
	4	100	100	3.1	50	46.9	96.9
	5	61	100	11.9	45.8	42.4	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	67	100	3.2	19	77.8	96.8
	4	100	100	3.1	35.4	61.5	96.9
	5	57	100	3.6	36.4	60	96.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	134	98.5	10.2	22	67.7	89.8
	4	101	98	4.1	30.9	64.9	95.9
	5	118	96.6	5.4	36.9	57.7	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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